DOCUMENT RESUME

ED 311 969 JC 890 474

AUTHOR Hoffman, Margaret G.
TITLE Measuring the Effectiveness of Business Training: A Follow-Up Study.
INSTITUTION Orange County Community Coll., Middletown, NY.
PUB DATE Nov 89
NOTE 33p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Business Education; Community Colleges; Followup Studies; *Inservice Education; Labor Education; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; *School Business Relationship; Two Year Colleges

ABSTRACT

In 1989, a study was conducted at Orange County Community College to measure the effectiveness of business training provided by the college's Institute for Business, Industry, and Government (IBIG). Between September 1988 and February 1989, IBIG offered 27 business training programs and 6 customized firm-specific programs. In May 1989, 80 participants in the business training programs were surveyed regarding the effects of the IBIG training on their careers, job attitudes, skill levels, and supervisor recognition of the benefits of their training. In addition, all 6 employers who contracted for training were surveyed regarding program outcomes. Study findings, based on responses from 59% of the business education participants and 100% of the employers, included the following: (1) 66% of the employees reported increases in their skill levels, 51% reported increased job satisfaction, and 17% reported changes in their careers or positions; (2) 81% indicated that their supervisor/employer recognized the benefits of their training; (3) 72% of the participants had had no subsequent training; (4) 12 participants indicated that computer courses would help them meet their career goals, and 5 were interested in programs to develop supervisory/management skills; (5) all of the employers felt that course objectives, such as improvement of communication between employees and customers and between supervisors and supervisees, were still being met 3 to 8 months after the termination of the training; (6) four of the six employers had not experienced any turnover among employees who had participated in the program, and two experienced normal turnover; and (7) five of the six companies had provided additional training for their employees, and five expressed an interest in future IBIG programs. The survey instruments are appended. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311969

MEASURING THE EFFECTIVENESS OF BUSINESS TRAINING- A FOLLOW-UP STUDY

by

Margaret G. Hoffman, Ph. D.
Director, Institute For Business, Industry and Government

Orange County Community College
115 South Street
Middletown, New York 10940
(914) 343-4926
(914) 344-6222

November, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. G. Hoffman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 890 474

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
FOREWARD	iii
INTRODUCTION	1
BACKGROUND OF STUDY	3
PURPOSE OF THE SURVEY	4
DESIGN OF THE SURVEY	4
METHODOLOGY AND DATA COLLECTION	5
DISCUSSION OF THE DATA	6
Business/Education Program Participants	6
Employer/Company Representatives	11
CONCLUSIONS	13
APPENDICES	16
Appendix A - Participant Follow-Up Survey	17
Appendix B - Employer Follow-Up Survey	19
Appendix C - Business Programs-September 1988 Through February 1989	21
Appendix D - Comments On How The Objectives Are Helping Business/Education Program Participants	22
Appendix E - Other Kinds Of Changes That Have Occurred Since The IBIG Training	25
BIBLIOGRAPHY	27
ORANGE COUNTY	28

ACKNOWLEDGEMENTS

The author wishes to express her appreciation to Steve Manning, Gail Mee, Marvin Levine, Greg Pryer and Steve Winter for their assistance in preparing the survey instruments. A special thank-you to Margaret Barone and Andrea Horney for their time in preparing the surveys for distribution and their clerical support during the implementation and writing of the survey.

The writer also wishes to thank her daughter, Diane Hoffman, for allowing her to learn word processing on her home computer and to use her computer consistently for preparing this study. Without the use of her PC, this study could not have been completed.

FOREWARD

Foreign competition, new technologies, demographic changes and the need for improved products and services continue to emphasize the need for business and education to work together to upgrade employer and employee skills.

The community colleges are addressing these needs. Programs are being developed for new and established businesses as well as for employees upgrading their skills in order to keep pace with technological changes.

Orange County Community College, through the Institute For Business, Industry and Government (IBIG), is building these partnerships with business. Through these partnerships, programs are being designed and implemented using shared instructional resources such as trainers, facilities and materials.

This study was designed to measure the effectiveness of these training programs three to eight months after programs were completed. Participants and employers who participated in the training were surveyed for this study.

MEASURING THE EFFECTIVENESS OF BUSINESS TRAINING- A FOLLOW-UP STUDY

INTRODUCTION

The Institute for Business, Industry and Government (IBIG) at Orange County Community College (OCCC) was established in April, 1984 to meet the educational needs of Orange County's business community. Prior to establishment, the former OCCC President heard rumblings that not enough was being done to help businesses in Orange County.[1] To respond to this need, on October 29, 1982, she created a Business and Industry Task Force. The Task Force was composed of six college staff, twelve faculty, the executive directors of the Orange County and the Eastern Orange County Chambers of Commerce, the Chairman of the Small Business Council of Orange County, and the Director of Employment and Training in Orange County.[2] The Institute For Business, Industry and Government (IBIG), with co-sponsorship from both the Orange and Eastern Orange County Chambers of Commerce, resulted from the work of this task force.

IBIG provides business/education training programs such as: supervisory/management training, computer literacy and

---

[1]Brian Kidwell, "OCCC's IBIG Is Dedicated To Helping Business Improve," The Evening News, (Jan. 28, 1986), 20B.

[2]Memo from Herman W. Pollack, Chairman Business and Industry Task Force to Dr. Mary M. Norman, President OCCC Regarding: Summary of Task Force Activities, March 9, 1983.

software applications, business writing, customer service, communication skills, time management, international trade and quality control techniques. In addition, a variety of small business courses including writing business plans, marketing for small business, inventory control and record keeping are provided. The programs are provided at convenient times; at the businesses; Orange County Community College (OCCC), off-campus college centers and at various motels in the county. In the absence of IBIG, upgrading of employee skills had been difficult and costly for large and small businesses.

IBIG was designated a New York State Development Center for Business in September, 1984 which opened up additional State University of New York (SUNY) resources. These Centers were renamed Business and Industry Centers (BIC) in 1987.

IBIG employs highly qualified trainers from Orange County Community College, SUNY, other area colleges, business leaders, and private trainers/consultants with specific expertise in the program areas. All the trainers are highly skilled and are respected in their fields.

IBIG cooperates and jointly sponsors programs with most of the agencies in Orange County. These agencies include the Small Business Administration, Small Business Development Center, Orange County Partnership, American Society for Quality Control, Private Industry Council, Orange-Ulster Board of Co-operative Education Services, New York State Department of Economic Development, U. S. Department of

Commerce, and the Service Corps of Retired Executives.

An Advisory Council, composed of leaders from business, industry, government and education, gives guidance to IBIG and is an extremely valuable force for strengthening the business and education partnership. Members provide ideas, contacts and support for the expansion and evaluation of services.

IBIG is staffed with a College funded full-time director, a business coordinator and secretary. Grants received from the New York State Department of Economic Development provide funding for a second full-time Business Coordinator and additional clerical support.

BACKGROUND OF STUDY

IBIG programs are monitored during implementation and evaluated at the completion of the programs. Evaluations are completed by the participants and the business owners/ representatives. Programs are evaluated on the basis of meeting participants' expectations, clarity of objectives, program usefulness for the job, program effectiveness and instructor preparedness. These evaluations have indicated that ninety-one percent (91%) of program participants rated the overall program effectiveness as excellent/very good, express that the program content is useful for their jobs, and that the training programs met their expectations. Instructor preparedness has consistently received an outstanding rating. Most helpful to participants has been the open discussions, "hands-on" experience, and class

participation.

Employers and company representatives contracting for customized business programs also evaluated the programs. These written comments focus on project results and impact on the company regarding productivity, product quality, waste reduction, and profitability. These evaluations have been very positive.

This data, however, fails to indicate whether the business training programs evaluated so positively at the time of completion are still effective three to eight months later. Business program planners should have input from the participants and employers after the "high" of experiencing a successful program are over and the "real" world of implementation of the new skills have occurred. In addition, business education programs are now widely recognized as a community service function of community colleges so it behooves the colleges to follow-up on these programs in order to measure outcomes.

PURPOSE OF THE SURVEY

The purpose of this study was to measure the effectiveness of business training three to eight months after the training programs were completed.

DESIGN OF THE SURVEY

Two survey instruments were designed with assistance from two members of the OCCC Business Division, two business owners who are members of the Advisory Council, the OCCC Director of Research and Planning and the Director of IBIG.

The questionnaires were field-tested by program participants and by local small business owners. The questionnaires were revised based on this feedback. For copies of the questionnaires, please see Appendix A, "Participant Follow-up Survey for IBIG Programs" and Appendix B, "Employer Follow-Up Survey For IBIG Programs". Each survey had a cover letter and a postage-paid envelope for the participant's convenience in returning the survey.

METHODOLOGY AND DATA COLLECTION

Twenty-seven (27) business/education training programs and six (6) customized firm-specific programs were implemented from September, 1988 through February, 1989, the period selected for this study. The primary techniques for data collection were mail surveys sent to the program participants and employers.

Two hundred and ninety-eight (298) persons completed evaluations at the conclusion of the business/education programs. The Director of IBIG, with assistance from the IBIG staff, randomly selected approximately thirty percent (30%) of the participants who completed evaluations for each of the programs for the follow-up study. Please see Appendix C, "Business Programs-September 1988 Through February 1989", for the titles of the business/education courses surveyed, number of program evaluations completed at the end of each of the business programs, number of surveys sent and the number of surveys returned. All six (6) employers who contracted

with IBIG for firm-specific customized programs were sent surveys. Surveys were distributed to participants the week of May 26, 1989. The return date for the surveys was June 13, 1989.

Eighty (80) surveys were mailed to participants of the business/education programs and six (6) surveys were mailed to employers for the firm-specific customized programs.

Forty-seven (47), fifty-nine percent (59%), of the surveys were returned of the eighty (80) that were mailed to the business/education program participants. All six (6), one-hundred percent (100%), of the employers/company representatives returned their surveys.

DISCUSSION OF THE DATA

Business/Education Program Participants

The discussion of the data is based on the forty-seven (47) surveys, fifty nine percent (59%), of the surveys returned from participants in twenty-two (22) of the twenty-seven (27) IBIG business/education training programs surveyed. No follow-up responses were received from participants in five (5) of the programs. These programs were: Accounting and Finance For The Non-Financial Manager, 2 surveys sent; Marketing For Small Business, 2 sent; Business Communications: The Profit Factor, 2 sent; Business Plan Overview, 4 sent; and Strategies For Success In Sales, 1 sent. Eleven of the programs received a one-hundred percent (100%) response. These programs were: Business Writing Skills, 1 survey sent; Keeping Track of Your Business

Transactions, 1 sent; Purchasing and Inventory Control, 3: Lotus 1-2-3, 2; Intermediate/Advanced dBase, 1; Introduction To Word Perfect, 1; Introduction To PC DOS/Hard Disk Management, 1; Establishing A Records Management Program, 2; Advanced Management Skills For Supervisors, 2; Creative Problem Solving/Team Building, 2; and Why Employees Quit, 1. The number of survey responses for the twenty-seven Business/Education Programs did not vary by the dates that the courses were implemented.

Responses were returned from participants who were self-employed as well as from participants employed at companies with as few as three (3) employees and as large as seven thousand (7,000) employees. Seventeen (17) participants, thirty six percent (36%), worked at businesses with ten or fewer employees; seven (7), fifteen percent (15%), worked at businesses with twelve to fifty employees; eight (8), seventeen percent, (17%), worked at businesses with seventy to two-hundred employees; eight (8), seventeen percent (17%), worked at businesses with two hundred and fifty to five hundred employees; and four (4), nine percent, (9%), worked at companies with one thousand to seven thousand employees. Two (2), four percent (4%), did not know how many employees worked at their company, and one (1), two percent (2%) did not respond.

The first question that was asked on the survey was if program participants felt that the program objectives were met and if the objectives continued to be important for their

jobs. Thirty-seven (37), seventy-nine percent (79%), of the participants responded that the program objectives were met and continued to be important for their jobs. Nine (9) persons, nineteen percent (19%), of the participants did not respond to the question; and one (1) participant, two percent (2%), who felt that the objectives were not met at the time of program evaluation continued to respond in the same way. Comments on how the objectives are helping participants on their jobs included:

> "I compose letters most of my day. It helped me to write more effective letters. It has also saved me time by proofreading better."
>
> Business Writing Skills

> "The skills have become even more important since we are currently redefining job responsibilities and trying to realize a goal of $250,000 of sales per employee. Time management will be a necessity."
>
> Basic Supervisory Skills

> "It is part of my duties to keep the company's equipment needs supplied with the best equipment at the lowest costs. I now have more information at my command."
>
> Buying Vs. Leasing Equipment

Please see Appendix D for comments on how the objectives are helping business/education program participants on their jobs.

Other kinds of changes that have occurred since training were as follows: increased skill level, thirty-one (31) responses, sixty-six percent (66%); increased job satisfaction, twenty-four (24) responses, fifty-one percent (51%); career or position change, eight (8) responses,

seventeen percent (17%) no job changes, six (6) responses, thirteen percent (13%); and more computer work, one (1) response, two percent (2%). Participants usually indicated more than one change since the IBIG training.

Written responses included:

> "I learned a great deal more about inventory control and how to do it the right way."
>
> Purchasing And Inventory Control

> "It helped me to handle questions and deliver a winning presentation with confidence."
>
> Effective Presentations:
> Speak Up, Speak Out, Speak Easy

For responses to other kinds of changes that have occurred since the IBIG training, please see Appendix E.

The second part of this question was "Can any of these changes be connected to the IBIG training?" Thirty-seven participants (37), seventy-nine percent (79%), did not respond to this question; six (6) participants, thirteen percent (13%), responded "yes"; and four (4), eight percent (8%), said "no".

When participants were asked whether their Supervisor/ Employer recognized the benefits of their training, thirty-eight (38) participants, eighty-one percent (81%), replied "yes"; three (3), six percent (6%), replied "No"; five (5), eleven percent (11%), responded "Not Applicable" and one (1), two percent (2%), did not respond. Two (2) of the participants who responded "Not Applicable" were self-

employed and three (3) were business owners. The three (3) participants who felt that their supervisor/employer did not recognize the benefits of their training were from businesses with over one-hundred (100) employees.

Thirty-four (34) of the participants, seventy-two percent (72%), had no additional training since the IBIG training. Eleven (11) persons, twenty-three percent (23%), had additional training; and eight (8) of the eleven (11) persons who had additional training, returned to IBIG for the training. Three (3) participants, six percent (6%), attended other job related training and two (2) persons, four percent (4%) did not respond.

Programs that were suggested that would help the participants meet their career goals were primarily computer courses, twelve (12) responses. These courses included computer literacy, Lotus 1-2-3, database management and word processing. Other program responses were supervisory and management skills, five (5) responses; teambuilding, two (2) responses; time management, two (2) responses, and shorthand, two (2) responses. Also listed: were typing, communications, economics, organizational skills, writing performance appraisals, business administration, advanced purchasing and inventory control, negotiating a contract and technical programs such as geometric dimensioning.

Program participants continued to give high praise to the instructors. Twenty-two participants, forty-seven percent (47%), provided unsolicited comments that the

instructors were very good /excellent, instructor was dynamic, and/or the program was well-planned/prepared. Comments included:

"Instructor was very good."

Basic Supervisory Skills

"Program was well-planned and the instructor was excellent."

Basic Supervisory Skills

"Instructor was dynamic, very well prepared."

Train The Trainer

"The people I have come in contact with have been knowledgeable, helpful and professional."

Establishing A Records Management Program

Thirty-five (35) participants, seventy-four percent (74%), had no suggestions for the IBIG staff or trainers. Suggestions that were each made by one participant included: mail the schedule of up-coming classes earlier; offer courses at the Newburgh site; make the courses longer; investigate who requests and sponsors events; and extend your presentations a bit longer, over two or three days instead of one day.

Employer/Company Representatives

Firm-specific or customized courses implemented for local businesses included: Train the Trainer, Customer Service Training, Customer Relations Skills Seminar, Computer Literacy/Lotus 1-2-3, Basic Supervisory Skills Seminar and Technical Writing Skills. All of the employers/company

representatives who contracted with IBIG for customized programs responded to the survey.

Responses from the employer/company representatives indicated that all felt that the course objectives were still being met. Comments on how the objectives were being met included: communication has improved between employees and customers, communication has improved between subordinates and managers, a company program is being prepared based on the IBIG program, and company representatives have received only positive feedback regarding the objectives that the company wished to obtain.

Two employers recognized increased self-confidence, job skills and job satisfaction in their employees since training. Others stated improved customer relations, everyone seems to have the computer basics, and the customer service program will be part of the employee orientation program. Five of the six companies, eighty-three percent (83%), have provided additional training for their employees.

Four of the six businesses have not experienced any employee turnover for participants in the training program. One company had a twenty-four percent (24%) turnover for the persons in the program and one had an eighteen percent (18%) turnover. The company representatives stated that these figures were typical for their employee turnover.

Five businesses expressed an interest in additional programs provided by IBIG. Program suggestions included: overcoming anxiety of facilitating a workshop/training

program, IBIG participate in the company's corporate-wide program, advanced Lotus 1-2-3 and mathematical skills.

Two (2) businesses, thirty-three percent (33%), expressed that IBIG training was effective; one (1), seventeen percent (17%), stated to keep up the great job you're doing for the business community, one (1) had no suggestions , one (1) suggested that the best received programs seem to be those with some sort of audience participation, and one (1) did not respond.

Comments from two of the representatives from the firms were as follows:

> "I have received nothing but positive feedback regarding the objectives the company wished to obtain."
>
> Technical Writing Skills

> "For the most part the participants have shown improvement in their dealings both with subordinates and managers."
>
> Basic Supervisory Skills

CONCLUSIONS

The purpose of this study was to measure the effectiveness of business training programs three to eight months after the training programs were completed. The survey data from the participants and employers have indicated that business training programs continued to be effective three to eight months after training. In addition, opinions of the program participants and employers did not change three to eight months later. If participants'

expectations and program objectives were met at the conclusion of the programs, their opinions remained the same.

Changes, as a result of training, expressed by program participants and employers were increased job satisfaction, job skills and self-confidence. These responses support the need for training for a workforce that must keep pace with major changes in production methods and increased quality in products.

Participants in business/education programs did not respond to the question, "Can any of these changes be connected to the IBIG training ?" The placement on the questionnaire as part of another question could have contributed to this lack of responses. Possibly, two questions should have been included on the questionnaire instead of one. This question will need to be followed-up for further clarification.

Responses to the recognition of the importance of training did not differ by the size of the company. Self-employed persons as well as mid-size (75-250 employees) to large (over 250 employees) companies all supported the results of training.

A significant number of participants, seventy-two percent (72%), have not participated in any training programs since the IBIG training. The favorable outcomes of training, the recognition that training is receiving, and the need to keep up with changes in the workplace all emphasize the need for IBIG to encourage current participants to enroll in other

programs and put an additional amount of time into the development of advanced programs.

Participants and employers continued to give high praise to the trainers. This data supports the outstanding feedback received for the trainers at the time of program evaluation and emphasizes the need for the continued hiring of qualified adult trainers for this important training. Approximately fifty percent (50%) of IBIG trainers are faculty members at Orange County Community College.

Participants who have taken additional training are using IBIG services for their training. This data supports the overall high evaluation that the programs and trainers are receiving.

Programs suggested by the participants for reaching their career goals and the programs suggested by employers differed. The participants in the business/education programs expressed a need for management/human resources programs. The employers expressed a need for a continuation of the programs that they had contracted for such as: Advanced Lotus 1-2-3 and dealing with the anxiety of facilitating a workshop, a follow-up for the "Train-The-Trainer" program.

Responses from both groups surveyed expressed positive feedback for IBIG and the benefits for both business and education as a result of shared partnerships.

APPENDICES

APPENDIX A

INSTITUTE FOR BUSINESS, INDUSTRY AND GOVERNMENT

Orange County Community College
115 South Street
Middletown, New York 10940
(914) 343-4926

PARTICIPANT FOLLOW-UP SURVEY
FOR
IBIG PROGRAMS

1). YOU NOTED ON YOUR INITIAL EVALUATION OF THE _____

_____

THAT THE PROGRAM OBJECTIVES _____

_____

_____

WERE (MET, NOT MET) AND THAT THE OBJECTIVES WERE (IMPORTANT, NOT IMPORTANT) FOR YOUR JOB. DO YOU STILL FEEL THIS WAY? PLEASE ELABORATE.

2). WHAT OTHER KIND OF CHANGES HAVE OCCURRED SINCE THE IBIG TRAINING SUCH AS: CAREER CHANGES, JOB SATISFACTION, SKILL LEVEL, OTHER? CAN ANY OF THESE CHANGES BE CONNECTED TO THE IBIG TRAINING?

3). DO YOU FEEL THAT YOUR SUPERVISOR OR EMPLOYER RECOGNIZES THE BENEFIT OF YOUR TAKING THIS TRAINING? ____ YES ____ NO

PLEASE ELABORATE

4). HAVE YOU TAKEN ANY OTHER TRAINING PROGRAMS SINCE TAKING THIS PROGRAM? IF SO, WHAT WERE THEY AND WHERE?

5). APPROXIMATELY, HOW MANY PERSONS WORK AT YOUR BUSINESS/AGENCY?

NUMBER: _____

6). WHAT TYPES OF PROGRAMS WOULD HELP YOU, TODAY, TO MEET YOUR CAREER GOALS?

7). DO YOU HAVE ANY SUGGESTIONS FOR THE IBIG STAFF AND TRAINERS?

8). ARE YOU CURRENTLY RECEIVING IBIG MAILINGS? _____ Yes _____ No.

IF YOU WOULD LIKE TO BE ON THE MAILING LIST, PLEASE PROVIDE YOUR NAME AND ADDRESS.

9). WOULD YOU LIKE TO RECEIVE A COPY OF THE RESULTS OF THIS SURVEY?

_____ YES _____ NO. IF YES, PLEASE PROVIDE YOUR NAME AND ADDRESS.

PLEASE FEEL FREE TO MAKE ANY OTHER COMMENTS ON THE BACK OF THIS PAGE.

THANK YOU VERY MUCH FOR ASSISTING US IN THIS SURVEY

INSTITUTE FOR BUSINESS, INDUSTRY AND GOVERNMENT

Orange County Community College
115 South Street
Middletown, New York 10940
(914) 343-4926

EMPLOYER FOLLOW-UP SURVEY
FOR
IBIG PROGRAMS

1). HAVE THE EMPLOYEES LISTED ON THE ATTACHED SHEET CONTINUED EMPLOYMENT AT YOUR BUSINESS? PLEASE INDICATE THE NUMBER WHO HAVE AND THE NUMBER WHO HAVE NOT.

_____ CONTINUED EMPLOYMENT _____ HAVE NOT CONTINUED EMPLOYMENT

IS THIS TYPICAL OF THE NORMAL TURNOVER?

_____ YES _____ NO _____ Not Applicable

2). IT WAS NOTED ON YOUR INITIAL EVALUATION OF THE _____ THAT THE OBJECTIVES:

(STATE OBJECTIVES)

_____

_____

_____

WERE MET. DO YOU CONTINUE TO FEEL THIS WAY? PLEASE ELABORATE.

3). WHAT OTHER KINDS OF CHANGES HAVE OCCURRED SINCE THE IBIG TRAINING SUCH AS PROMOTIONS, JOB SATISFACTION, CONFIDENCE, SKILL LEVEL, ETC.?

4). HAS YOUR COMPANY ENROLLED EMPLOYEES IN OTHER TRAINING PROGRAMS SINCE THIS PROGRAM? PLEASE BE SPECIFIC IN PROGRAM NAMES AND TYPES OF PROGRAMS.

5). WHAT TYPES OF PROGRAMS COULD IBIG NOW PROVIDE THAT WOULD CONTINUE TO ASSIST YOU IN YOUR COMPANY?

6). DO YOU HAVE ANY SUGGESTIONS FOR THE IBIG STAFF AND TRAINERS?

7). IS YOUR COMPANY CURRENTLY RECEIVING IBIG MAILINGS?

_____ YES _____ NO.

IF YOU WOULD LIKE TO BE ON THE MAILING LIST, PLEASE PROVIDE YOUR NAME AND ADDRESS.

PLEASE FEEL FREE TO MAKE ANY OTHER COMMENTS ON THE BACK OF THIS PAPER.

THANK YOU VERY MUCH FOR ASSISTING US IN THIS SURVEY

BUSINESS PROGRAMS -
SEPTEMBER 1988 THROUGH FEBRUARY 1989

COURSE TITLE	NO. OF PROGRAM EVALUATIONS COMPLETED AT END OF PROGRAM	SURVEYS SENT	SURVEYS RETURNED
Business Writing Skills	6	1	1
Basic Supervisory Skills	37	10	7
Train The Trainer	9	3	1
Accounting And Finance For Non-Financial Managers	3	2	0
Keeping Track of Your Business Transactions	3	1	1
Purchasing And Inventory Control	12	3	3
Marketing For Small Business	9	2	0
Microcomputer Applications	19	6	2
Computer Literacy For Microcomputers	21	7	4
Lotus 1-2-3	11	2	2
Intermediate/Advanced DBase (Co-sponsored)	2	1	1
Introduction to Word Perfect (Co-sponsored)	5	1	1
Introduction to PC DOS Hard Disk Management (Co-sponsored)	6	1	1
Financial Statements: The Key To Profitability	13	3	2
Effective Business Skills for The Office Professional	14	4	3
Establishing A Records Management Program	9	2	2
Business Communications: The Profit Factor	9	2	0
Introduction to Quality Improvement	16	4	3
Advanced Management Skills for Supervisors	9	2	2
Creative Problem Solving/Team Building	8	2	2
Recruitment/Development of A Volunteer Board of Directors (Co-sponsored)	21	6	3
Why Employees Quit	3	1	1
Effective Presentations: Speak Up, Speak Out, Speak Easy	9	3	2
Work At Your Fullest Potential - Avoid Time And Stress Traps	11	3	2
Business Plan Overview	14	4	0
Buying vs. Leasing Equipment	9	2	1
Strategies For Success In Sales	3	1	0
TOTALS - 27 Courses	**298**	**80**	**47**

APPENDIX D

Comments on How The Objectives Are Helping Business/Education Program Participants on Their Jobs

Made accounting, record keeping, etc. very organized and reduced confusion at tax filing time to almost zero.

Keeping Track of Your
Business Transactions

We are encouraged to learn and expand our duties through the use of whatever tools will help -- the course did help.

Computer Literacy for
Microcomputers

I feel the IBIG program was a very good comprehensive basic program.

Computer Literacy for
Microcomputers

We are continuing to expand and our computer is a valuable time saver and source of information. And since taking the course, I'm not afraid to use the computer.

Computer Literacy for
Microcomputers

I have used it approximately 15 times to develop spread sheet analysis since the class and will use it again in the future.

Lotus 1-2-3

I became much more aware of the functions available in DBase.

Intermediate/Advanced DBase

I am a commercial lender so I must be able to evaluate a financial statement.

Financial Statements: The Key
To Profitability.

Working in a bank and in the loan department -- by taking courses such as this is very beneficial.

Financial Statements: The Key
To Profitability

In the quality field, records and the ability to locate them later (field complaints, warranty, etc.) many times means whether or not a complaint can be resolved.

Establishing A Comprehensive
Records Management Program

The records management policy and procedure is still my responsibility. It is an overwhelming task and all information available is a help.

Establishing A Comprehensive
Records Management Program

Someday I might join a company where I can apply this knowledge.

Introduction to Quality Improvement

Any information, knowledge, etc. regarding more effective managing today's workforce is extremely important . . . and this program did contribute to my knowledge bank.

Creative Problem Solving/
Teambuilding

As an adult with life experience behind me, this seminar was an excellent method of condensing and clarifying that experience. The confidence I gained in my own abilities as an outcome of this seminar was very important to me.

Creative Problem Solving/
Teambuilding

The need is there -- but the course at OCCC was a total failure. The instructor lost control of the subjects and did not have time to cover many important issues.

Recruitment and Development of A
Volunteer Board of Directors.

As a community based organization, we are required to do agency presentations and workshops, (i.e. drug and alcohol, child abuse, etc.). The utmost importance must be given when information is presented in the community for its clarity and understanding for community residents.

Effective Presentations: Speak Up, Speak Out, Speak Easy

I utilize stress management techniques at home and work.

Work at Your Fullest Potential: Avoid Time and Stress Traps

I picked up on some techniques on handling employees.

Basic Supervisory Skills

APPENDIX E

Other Kinds of Changes that Have Occurred Since the IBIG Training

It was helpful on how to do inventory control and good planning.

Purchasing and Inventory Control

Learned a lot from the class.

Microcomputer Applications.

I would like to believe that I have a keener sense on record keeping and retrieval and that I am more effective in these areas.

Establishing A Comprehensive Records Management System

Along with my Records Management responsibilities, I am also an Assistant Vice-President in charge of a branch and need to lend money. I took IBIG's Financial Statements: Key To Profitability this Spring -- Big help.

Establishing A Comprehensive Records Management System

I was promoted to manager of a brand new store. I believe the company recognized my determination and continued interest.

Creative Problem Solving/ Teambuilding

Our Board has hired a consultant and just completed a Board retreat to rewrite the mission statement and begin long range planning.

Recruitment and Development of A Volunteer Board of Directors

It helped me to improve the structure of my board.

Recruitment and Development of A Volunteer Board of Directors

Has continued to heighten my awareness to the importance of public speaking.

Effective Presentations: Speak Up, Speak Out, Speak Easy

I have recently completed a program on the IBM PC/Word Processor (Word Star Program).

Work At Your Fullest Potential: Avoid Time and Stress Traps.

I have had a change in my job which I think has something to do with continuing my education.

Basic Supervisory Skills

BIBLIOGRAPHY

Boyd, William J. D. "New York's Natural Growth Area." Data Magazine. Poughkeepsie, New York: Mid-Hudson Pattern For Progress, Inc. (April, 1985).

Kidwell, Brian. "OCCC's IBIG Is Dedicated To Helping Business Improve." The Evening News (January 28, 1986), 20B.

Orange County Community College. Middletown, New York. "Periodic Review Report," (September, 1988).

Orange County Community College. Middletown, New York. "Report Of The Newburgh Advisory Study Committee," (May, 1988).

ORANGE COUNTY

Orange County, located in the Mid-Hudson region, is approximately an hour to an hour-and-a-half from New York City. The County is bordered by the Catskill region on the north; the Hudson River on the east; the Delaware River on the west and Rockland County on the south. The most striking feature of the counties in the area (Orange, Putnam, Ulster) is the scenic beauty and quality of life enjoyed by the residents. The population is considered a rural non-farm population, meaning an area of incorporated or unincorporated territory with fewer than 2500 inhabitants outside urbanized areas who are not engaged in agricultural employment.[1] The majority of the over 4000 businesses in Orange County are small and employ less than 100 persons.

The region is a corridor for transportation which includes the Hudson River and interstates leading east-west (Route 84) and north-south (New York State Thruway). Stewart Airport, the second largest airport in the U.S. (in land area) is a Foreign Trade Zone and located near the intersections of these two interstate highways. This desirability of location has resulted in a large influx of people and new businesses making Orange County the fastest growing county in New York State.

Orange County Community College (OCCC) was founded in 1950 as the first county-sponsored community college in the State University of New York system. OCCC has earned a reputation for academic excellence and as an innovator in meeting the needs of its students and the community it serves. As a comprehensive community college, the College provides a wide variety of credit and non-credit courses and programs. The College currently utilizes five off-campus sites and will open a satellite campus in the Eastern portion of the County in January, 1990.

---

[1]William J. D. Boyd, "New York's Natural Growth Area," Data Magazine, (New York: Mid-Hudson Pattern For Progress, Inc., April, 1985), p. 3.

ERIC Clearinghouse for Junior Colleges NOV 17 1989